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ABSTRACT

This four-part paper presents aspects of a curriculum developed to counter the violent image of heroes in the media by presenting children with role models of men and women who are peacemakers. The paper's first section presents an overview and rationale of the program, stating that: (1) it is an infusion curriculum (not requiring additional teaching time) for literature-based, whole language reading programs; (2) it is adaptable for any grade level, and is interdisciplinary and multicultural; and (3) its main objectives include having students expand their definitions of peaceful heroes, write about heroes they have encountered, read about peaceful heroes, and write original hero stories in cooperative groups. The paper's second section presents teaching strategies for the curriculum, while the third section presents news articles featuring modern heroes. The fourth section is a 25-item selected bibliography of picture books depicting characters who possess the qualities of peaceful heroes. Samples of student writing and a semantic web are included. (SR)

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INFUSING PEACEFUL HEROES INTO THE COMMUNICATION ARTS CURRICULUM

DIANE SHATLES

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Jamie Delgado

What is a hero? _____

Candy Lightner

The grief-stricken mother turned her sadness into MaDD. "MaDD means" mothers against Drunk Driving. She was SaD Because her Daughter Died because of a Drunk Driver. He hit her because He was Driving while he was Drunk.

Infusing Peaceful Heroes into the Communication Arts Curriculum

"Infusing Peaceful Heroes Into the Reading/Writing Curriculum" was developed to counter the violent image of heroes in the media. Men and women who are peacemakers need to be presented to children as role models to emulate.

"Infusing Peaceful Heroes" is part of a larger "Heroes Project" written in 1989 by teachers in the New York City "Resolving Conflict Creatively Program", and was jointly sponsored by the New York City Office of Health, Physical Education and School Sports and Educators for Social Responsibility.

"Peace Heroes" is presented as an infusion curriculum into a literature based, whole language reading program so that additional teaching time is not required for its use in the classroom. This is done to eliminate the complaint of many teachers that there is no time for additional "add on" curriculum projects.

The essence of the program entails the reading of quality literature with main characters that display a variety of heroic behaviors. The main objectives include:

--Students will develop an expanded definition of peaceful heroes.

--Students will write about heroes they have encountered.

--Students will read about peaceful heroes in picture and chapter books.

--Students will write original hero stories in cooperative groups.

It is hoped that by studying sensitive literary heroes,both real and ficticious, children will recognize these positive qualities in themselves and others. Teachers can also learn to be peacemaking role models for their children. This curriculum lends itself to teachers who see themselves as facilitators, encouraging children to take risks in their discussions.

This curriculum can be used across the grades, most activities being adaptable for any level. It is interdisciplinary, drawing material from all content areas. It is multicultural, identifying heroes from diverse backgrounds and beliefs. In addition it stresses critical thinking skills by encouraging open ended evaluation.

Each class or group can decide from themselves what kind of heroes they want to discuss. All kinds of books, newspapers and magazines as well as interviews can locate people who are heroic because they have made the world a better place to live in. The kinds of everyday activities as well as special events that happen when people care enough to take a stand and try to make a difference.

TEACHING STRATEGIES

Developing the Concept of "Hero": (This set of strategies was developed through an Early Childhood Reading Program.)

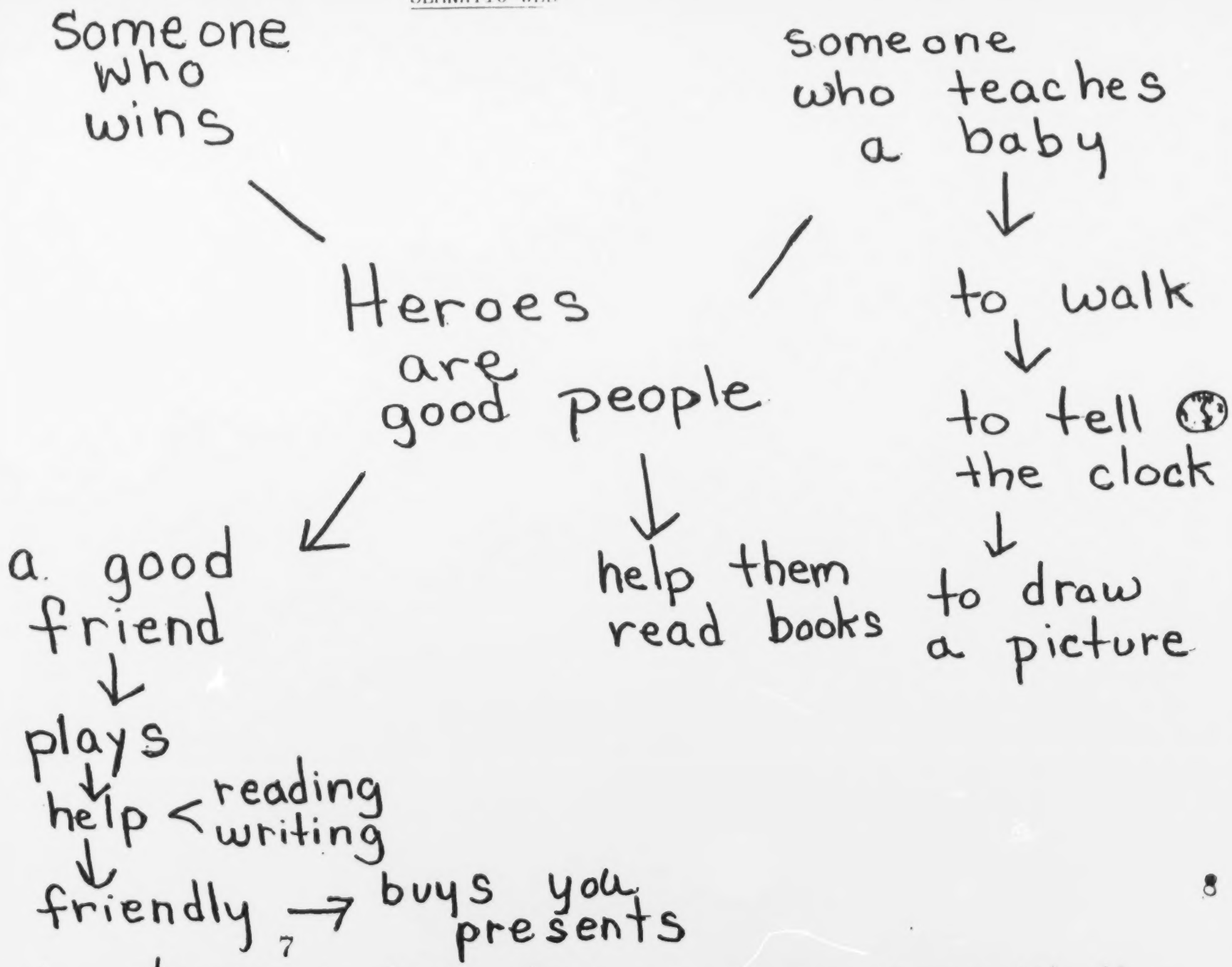
1. Create a semantic web.
   Discuss what a hero is, equate with being a "good person", based on children's prior experiences.
2. Brainstorming Activity: Write "hero" in center of chalkboard. Add all responses that children associate with the term. (see semantic web)
3. List heroic qualities.
   Generate a list of the qualities of heroes or good people. Example:

   HEROES ARE GOOD PEOPLE

   1. THEY WORK HARD.
   2. THEY TAKE CARE OF OTHER PEOPLE.
   3. THEY DON'T BREAK PROMISES.
   4. THEY TELL THE TRUTH.
   5. YOU CAN TRUST THEM.
   6. THEY ARE GOOD FRIENDS.
   7. THEY ARE SPECIAL PEOPLE.

   (see child's drawing)
4. Create a Hero Magazine
   Have children write and draw about heroes they have encountered based on the discussions that have been held. Revise and edit hero vignettes and compile into a "Hero Magazine".
   (See examples of Hero Magazine - Stories & pictures)

SEMNATIC WEB



s/Heroes project class 1-3 PS230 Dianne Shatles

Hero Magazines

stories and pictures about heroes.

Hero Rinalvt

I am a Hero

I Be Cers

I Berr t my m ther

a chicn Delex

the End... bybybyb

My fernd is a heroes

heh a lP me weth my

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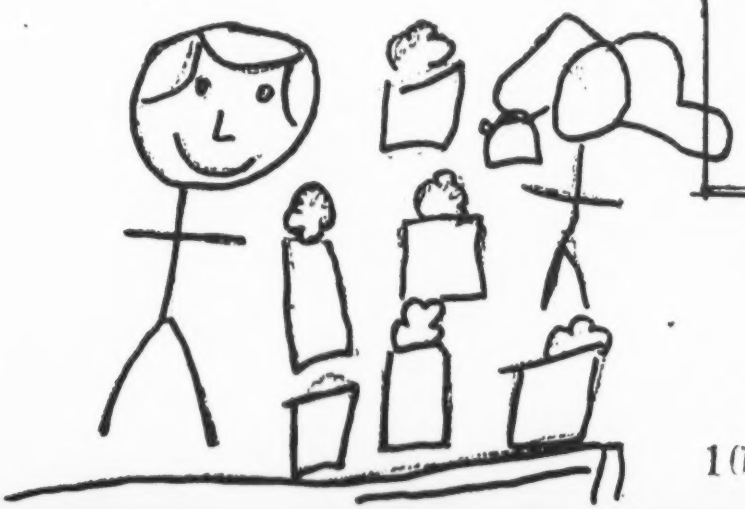
my friend is a hero. He helps me with my homework

ISMET

MY UNKI is a Herc

BeKus he givs ME

tLings.



My uncle is a hero because he gives me things.

5. LITERATURE INTEGRATION

Read literature to discover human qualities of heroes. Some genres may be biography, auto-biography, historical fiction and fiction. Kids can study characters that have acted heroically and compare and contrast them to their own personalities.

The following model for utilizing literature was developed with early childhood classes:

Read a story to the children where the main characters portray positive qualities.

Retell Have children retell to reinforce the story line.

Interview each child with the question, "Do you think the main character of this story is a hero and why?" Reproduce children's responses. A number of examples (with children's responses) follow:

TWO GOOD FRIENDS by Judy Delton

Bear and Duck are good friends. Duck has a clean house, but does not cook. Bear bakes cakes, but has a messy house. One day Bear bakes cupcakes and brings them to Duck. Duck cleans Bear's house.

Do you think Duck and Bear are heroes?

Gabriel: (1B) Yes. They like each other. They play puzzles. They eat cake together.

Jesus: (1B) Yes. Duck cleaned Bear's house. And Bear brings cake to Duck.

Donia: (1-2) Yes; because they are friendly.

Besnik: (1-2) Yes, because both of them brought food and are friendly.

Daniel: (1-2) Yes. They play together. They are friends. They were happy.

THE BIG ORANGE SPLOT by Daniel M. Pinkwater

All the houses on Mr. Plumbean's street are the same. One day a bird throws a splot of paint on Mr. Plumbean's house. Mr. Plumbean paints his house many pretty colors. His neighbors tell him to paint his house back like theirs. One neighbor comes to see him. The neighbor painted his house like a boat. Soon all the neighbors painted their houses different colors.

Is Mr. Plumbean a hero?

Besnick: Mr. Plumbean is a hero because he painted his house what his dreams are.

Donia: He painted his house so everyone would change their houses.

Daniel: He wants his house to be different than everyone.

HEROES DO THINGS DIFFERENTLY, LIKE THEIR DREAMS.

SHY CHARLES by Rosemary Wells

What does shy mean? you run away

--- SHY --

doesn't talk you hide

go into the closet

SHY CHARLES is about a mouse who is too shy to talk to anyone. One day his babysitter falls down the stairs. Charles forgets to be shy. He helps her up and calls for help on the telephone.

Interviewer: "Do you think Charles was a hero?"

Moses: Yes. He helped a woman.

Ismet: He saved his babysitter.

Interviewer: Was it hard for him to do this?

Frankie: Yes. He Had to do it himself.

Ismet: He put her on the couch. He called the police.

Emil: He doesn't want to talk.

Ismet: But it was an emergency.

Naim: No one could help. He called the police.
A HERO DOES HARD THINGS.
A HERO HELPS PEOPLE.

DANNY AND HIS THUMB by Kathryn F. Ernst

Danny loves to suck his thumb. Then he goes to school He is very busy. He is too busy to suck his thumb. He stops sucking his thumb.

Interviewer: "Do you think Danny is a hero?"
Ismet (-3): Yes, because he's not sucking his thumb any more.
Interviewer: "Do you think Danny did a hard thing?"
Emit (1-3): Yes. He likes to suck his thumb.
Interviewer: "Do you have any bad habits?"
Frankie (1-3): Yes, I break my toys.
Interviewer: "Can you stop?"
Frankie(1-3): It's hard, but I'll stop.
Interviewer: Is Danny a hero for doing something hard?
Nam (1-3): Yes. A little bit of a hero.
HEROES DO HARD THINGS.

6. Write Original Hero Fiction.

Brainstorm with children possible topics for a group hero story. Elicit names of characters and story action.
Write story on chart paper, dictated by children.
Reproduce hero story for additional reading.
Create a big book illustrated by the children.
Publish a big book by having children read to others.

Example of an original group hero story

THE HEROES

One day a hero came. Jenny and Michael came home from work. They have a big food and fruit store. They were driving and they saw people crying.

Jenny and Michael said, "why are you crying?" Meg, Christy and Fred said "We don't have any money. We don't have a house."

Jenny said "you can stay in the store for today." Michael said "Do you want to work with us?"

Christy said, "yes, I will work with you." Christy, Meg and Fred had money for a house. They were happy because they had money and a house. Jenny and Michael are Heroes.

The End

by Donia, Besnik,& Daniel P.S. 230 GR.1-2

QUEENS PROFILE / Han Young Lee

Newsday / Jonathan Fine

JOB

Recently elected member of School Board 25 in Flushing after three unsucessful attempts; Founder and director of Asian Education and Welfare Inc., a nonprofit organization that teaches English as a second language and tutors children

BIOGRAPHY	53; degree in education from Seoul National University; came to the United States in 1963; completing a master's in sociology at Queens College; worked on a program to rebuild the Korean education system after the war; founded the Asian Education and Welfare Inc. in 1979; married; one child
RESIDENCE	House in Flushing
MAJOR ACCOMPLISHMENT	'Getting the English as a second language class started; each year more than 400 children and adults have completed the class; but I was forced to drop the adult class for lack of classroom space.'
GOAL	'To provide better services for immigrant students and parents so that they are able to navigate the school system here and obtain good educations. Would like to form a committee of the Parents-Teachers Association to address their needs and give the parents a way to communicate with the school systems in their native languages.'
COMMUNITY CONCERN	'The quality of education in the schoo and out of the school also. Education cannot be accomplished by the school alone, the environment, the society, is very important.'

Compiled by Ji-Yeon Yu

NEWSDAY, WEDNESDAY, JULY 19, 1989

There is only one race: the human race

Young people all over the world take a stand against racism. They argue for equal rights for everyone, regardless of color or origin. On this page you can see what young people in France, Holland, Great Britain, the USA and South Africa are doing about racism.

South Africa

In South Africa, the government's system of apartheid is fanatically racist. It means that blacks may not live in areas for whites; blacks have no right to vote; and that buses, movie theaters, swimming pools etc. may often not be used by blacks. Many people, especially young people, are protesting against this. The government uses torture, imprisonment and violence, even against very young children, to put an end to their protest.

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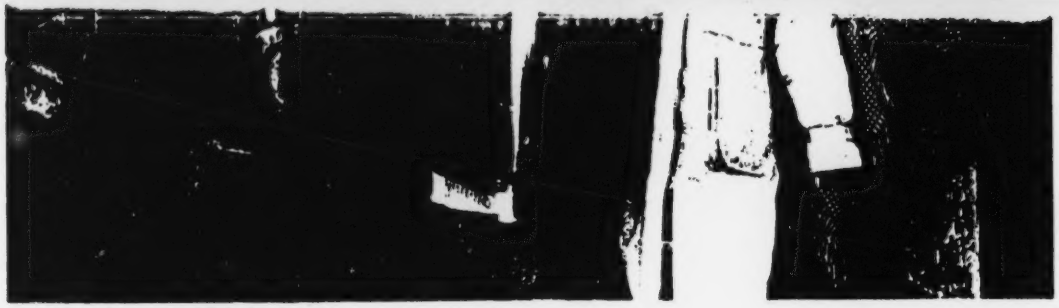
USA

Youths from around the world came together in New York City for a workshop to combat racism. The project was sponsored by the Children of War Project, a peace movement that brings together children from war-torn countries for a tour of the U.S. The students listened to stories of discrimination and prejudice from young people from such places as South Africa and Northern Ireland.

cknowledgement

discussed how they could form organizations to combat racism in their own neighborhoods.
At the end of the day, Nicole, a teenager from Brooklyn, New York said,
'Yes, we are young, but we are not going to let anyone use our age to deprive us of a better world... Let's join together to fight on.'



Great Britain

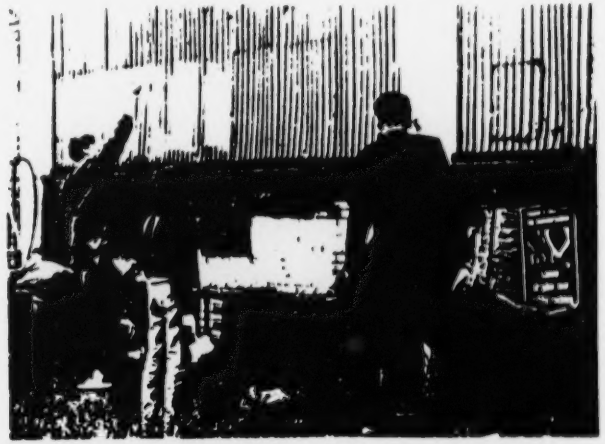
In March 1987 the Exposition about Anne Frank was opened in Newcastle. At that occasion Gifty, a sixteen year-old black schoolgirl delivered an impressive speech. She said: *'It is an unusual experience for a sixteen year old to have so many adults listening to you. The difference between me and Anne Frank is visible the moment I become visible. I wear my difference from the top of my head to the tips of my toes and will do so till the day I die.*

Today we are faced with the same choices about racism as the people had in occupied Holland: to close off their eyes and pretend nothing is happening, or to collaborate, or to join in the resistance.

France

Diego, a young boy from Senegal, was standing next to a lady in the Paris subway, when the lady suddenly noticed that her purse had been stolen. There was a lot of excitement. Accusing looks were directed at Diego, who happened to be the only black person in the carriage. Two stops down the line the lady found her purse.

Diego felt insulted. He talked about this experience with some of his immigrant friends. From their anger about this particular racial incident SOS Racism arose, a French youth movement against racism.



The Netherlands

Young people are whitewashing over racial slogans. In various places throughout the Netherlands, the youth has organized 'Student commitees against fascism'. Besides promoting anti-fascist information in schools, they keep the cities free of racial slogans.

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Diane Shatles
P.S. 230
Brooklyn, New York

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